

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☐ Elementary ☐ Middle ☐ High ☐ K-12 ☒ (K-8)
☐ Charter ☒ Title I ☐ Magnet ☐ Choice

Name of Principal: Mr. George E. Chiplock, Jr.

Official School Name: Corpus Christi School

School Mailing Address:
3301 Glen Carlyn Road
Falls Church, VA 22041-2407

County: Fairfax State School Code Number*:

Telephone: (703) 820-7450 Fax: (703) 820-9635

Web site/URL: www.corpuschristischool.org E-mail: WTobin@corpuschristischool.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Sister Bernadette McManigal, B.V.M.

District Name: Diocese of Arlington Tel: (703) 841-2519

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Patrick McGee

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

Does not apply to private schools

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
- ☒ Suburban school with characteristics typical of an urban area
- ☐ Suburban
- ☐ Small city or town in a rural area
- ☐ Rural

4. 19 Number of years the principal has been in her/his position at this school.

0 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	64	66	130	7	21	26	47
K	16	13	29	8	25	28	53
1	11	18	29	9	0	0	0
2	12	31	43	10	0	0	0
3	11	20	31	11	0	0	0
4	20	14	34	12	0	0	0
5	17	26	43	Other	0	0	0
6	21	21	42				
TOTAL STUDENTS IN THE APPLYING SCHOOL							481

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
17 % Asian
7 % Black or African American
28 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
35 % White
12 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 3 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)].	13
(4)	Total number of students in the school as of October 1.	385
(5)	Total transferred students in row (3) divided by total students in row (4).	0.034
(6)	Amount in row (5) multiplied by 100.	3.377

8. Limited English proficient students in the school: 8 %

Total number limited English proficient 40

Number of languages represented: 6

Specify languages:

Spanish, Vietnamese (including dialects), Chinese (including dialects), Korean,

Tagalog, dialects of Micronesia

9. Students eligible for free/reduced-priced meals: 11 %

Total number students who qualify: 51

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

If one counts only the number within the K-8 student population of 351 students who are eligible for free/reduced-price meals, the percentage is 15%.

10. Students receiving special education services: 9 %

Total Number of Students Served: 45

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>24</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>21</u>	<u>1</u>
Special resource teachers/specialists	<u>1</u>	<u>1</u>
Paraprofessionals	<u>1</u>	<u>5</u>
Support staff	<u>4</u>	<u>2</u>
Total number	<u>30</u>	<u>9</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 16 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	97%	97%	96%	97%
Daily teacher attendance	98%	98%	98%	98%	98%
Teacher turnover rate	19%	13%	17%	13%	17%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Teachers leave because of spouse or military transfer, full-time graduate work; retirement; etc. For example, at the end of the 2007-8 school year, 5 teachers left: 2 married and moved; 1 left for full-time graduate work; 1 retired; and 1 advanced to a Catholic high school.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

What kind of school is the regional Corpus Christi School in Falls Church, VA? It is a school whose former students range from 1955 graduate of the now merged, former St. Anthony of Padua School, Daniel Curtin, currently the Executive Director of the Chief Administrators of Catholic Education Department of the National Catholic Educational Association (NCEA), to Tom Shadyac, Hollywood producer-director of films such as *Ace Ventura* and *Evan Almighty*, and most recently, to 2008 graduate, Stephanie Heredia, who represented Catholic school students in mid-April 2008 when she presented Pope Benedict XVI with his 81st birthday gift of 1.7 million student service hours nationwide.

Forged from the historic merger of two longstanding Catholic elementary parish schools in 1990, Corpus Christi School continues to serve as an outstanding, regional, Catholic school within the Diocese of Arlington, VA. It currently has 481 students in Pre-school through eighth grade on two campuses in the Falls Church area of Fairfax County, Virginia. The teacher-student ratio is 16:1. Fifty percent of the school staff has degrees at the Masters or above levels.

Fulfilling its Mission Statement, Corpus Christi is committed to providing the best scholastic programs, geared to meet individual needs, in an environment that fosters Christian values and stimulates students to reach their fullest potential spiritually, intellectually, socially, and physically. Corpus Christi supports and enriches the God-given role of its parents as the primary educators of their children.

The long history of religious and academic excellence inherited from the previous schools dating from the mid-50s, continues at the two-campus, inter-parish school. The highly regarded, Early Childhood Center, with Pre-K through Kindergarten classes, is located at St. Philip's Parish, and the Corpus Christi Elementary campus at St. Anthony of Padua Parish hosts grades 1-8. St. Anthony of Padua Parish, is the only Northern Virginia parish designated as one of the 300 nationwide "*Excellent Catholic Parishes*" in Paul Wilkes' 2001 book.

The rich, cultural diversity of the neighborhood of its eastern Fairfax County location is reflected in the demographic make-up of Corpus Christi School. This current school year, the student body continues to be a mini-United Nations--36 % Caucasian, 28% Hispanic, 17% Asian, 12% Multi-Racial, 7% African-American, and 1% Native Hawaiian-Pacific Islander. In fact, Corpus Christi School has the highest percentage of Hispanic students and of minority students of any school in the Diocese of Arlington.

The success of the regional, merged school was lauded by the Chairperson of the Visiting Team of Validators from the Virginia Catholic Educational Association when Corpus Christi successfully underwent its five-year re-accreditation process in November 2007: "Corpus Christi School uses its uniqueness and its diversity to create a Catholic environment focused on spiritual and intellectual growth, creative expression, and character formation...The successful collaboration of St. Anthony Parish and Saint Philip Parish to form and nurture a Christ-centered learning environment sets an extraordinary example and makes Corpus Christi 'a school to believe in'."

More than half of the last graduating class was recognized with Presidential Academic Excellence Awards, and 18 middle-school students were inducted into the National Junior Honor Society. The student body participated in 11 charity events to help the needy locally, nationally and internationally resulting in contributions exceeding \$30, 000. Over recent years, two of Corpus Christi's teachers have been recognized nationally by the NCEA as "Teachers of the Year." Most recently, one of our 4th grade teachers was honored by the ACTIVBoard educational community for her electronic lesson plans. The school is supported by a fully engaged Parent Teacher Organization which has raised more than \$ 58,000 annually to provide services and fulfilling needs the school itself cannot provide, such as providing buses for field trips to the historic and

cultural classroom that is the Washington D.C. Capital area.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The TerraNova Achievement Test, used as an evaluation instrument by Corpus Christi School, assesses student proficiency across the school curriculum, including reading comprehension, vocabulary, spelling, language mechanics and composition, mathematical reasoning, and mathematical computation. Because the TerraNova Achievement tests are norm-referenced and compare individual students and groups of students with others in the nation, Corpus Christi School is confident that they provide reliable and accurate information about student performance. TerraNova provides criterion-referenced scores to assist administrators and teachers in assessing the strengths and weaknesses in their programs and overall teacher effectiveness.

Part VII of this Application TerraNova Reading and Mathematics Assessment Data tables for Corpus Christi School students in grades two through seven for the past five years. The 7th grade scores for the students tested last April (this year's 8th grade students) were 86 (Reading) and 85 (Mathematics), both exceeding the reported 90th National School Percentile scores of 77 (Reading) and 75 (Mathematics). An initial conclusion from reviewing these TerraNova results is that these students have sustained a gradual growth in their testing scores of reading and mathematics over the past five years, with a more dramatic growth evidenced within the Hispanic population of the class (see below).

Corpus Christi School is proud of its multicultural, international student population. Over the last several years the ethnic population of the school has shifted with approximately a 65% minority population. The largest minority population is Hispanic followed by Vietnamese, Asian, Multi-racial, and African-American. In recent years a large percentage of the Hispanic population has been recently arrived immigrants. Children of these parents, while bilingual, have experienced difficulty in the area of Reading and Language Arts. Standardized test scores have shown areas of weakness due in large part to this segment of the school population. It is important to note however that standardized test scores of the Hispanic population have increased as is evident in test scores of last year's 7th grade and their scores in previous years, i.e., 3rd grade 2003-2004 scores from Reading - 55% and Math - 57%, to 2007-2008 scores in Reading - 73% and Math 82%. This increase is also evident when comparing 7th grade class test scores from 2007-2008 to 2003-2004. While Math scores in the subgroup (Hispanic) have remained consistent or increased, it is noted that Reading and Language Arts scores have fluctuated. This again is attributed to the change of population and recent arrivals. It should also be noted that the largest number of transfer students from public schools occurs in 5th and 6th grades. Due to their prior schooling, it appears that there has been a great need for remediation and individualized assistance and attention. An increasing number of students tested in the 5th and 6th grades in 2007-2008 have Individualized Educational Programs (IEPs).

What is truly significant is that Corpus Christi School students in the principal subgroup (Hispanic), as well as in the other racial ethnic subgroups, and limited English proficient, students receiving special education services, those eligible for free/reduced-price meal subgroups, all have increased their standardized test scores and knowledge in the areas of Reading and Language Arts.

The school believes these increases are created by the diligent work and dedication of its professional faculty, methods of instruction and assessment (differentiated instruction methods, special enrichment programs, after school tutorials, etc.) and the hard work and persistence of the students and parents. The motivation provided through these interpreted and utilized TerraNova assessments cannot be underestimated in future student improvement and involvement. Finally, the high assessment scores of Corpus Christi students are evidenced by the high percentage acceptance rate into outstanding high schools such as Bishop O'Connell High School, and Bishop Ireton High School.

2. Using Assessment Results:

After the Spring TerraNova assessments are communicated to the school, the Principal and teachers review them by class and by individuals to determine strengths and weaknesses in each curriculum area. The CRST, as a referenced-based test, also provides an indication of how well individual students are doing within the overall curriculum which also includes science and social studies.

Corpus Christi is aware that not all students may be assessed fully by standardized testing, acknowledging the concept of “multiple intelligences” in both teaching and assessment activities. In the overall student assessment process, teachers also weigh observations, discussions, lab work, oral expression, etc. in addition to tests, quizzes and homework, to evaluate fully and adequately student skills and mastery of concepts.

This forms the first of two phases of the Corpus Christi “Hand-Off” process when the teachers prepare detailed assessments of the strengths and weaknesses of each student for the teacher of the next year. The teachers categorize the students according to mastery, partial-mastery and non-mastery within the specific assessment areas, and look at the overall work of students falling within the latter categories to determine techniques and strategies for improvement. Prior to the start of the fall semester, the teachers of the student’s prior grade and new teachers meet to “Hand-Off” each student with a particular teaching-learning strategy.

TerraNova assessments play an important part in determining of how best to place individual students for advanced courses. For example, based upon the assessment results, the mathematical capabilities of individual students are considered related to their advancement in the 7th or 8th grade to Pre-Algebra and Algebra I tracts. Based on their assessments and performance, two current eighth grade students take early morning classes at the nearby diocesan high school, Bishop O' Connell High School, in Algebra II and Trigonometry. Finally, assessment results are used to guide overall pedagogical approaches through educational technology. The results are also taken into consideration for textbook reviews and selection.

3. Communicating Assessment Results:

As was noted above, the TerraNova assessments are received and reviewed by the Principal and teachers in the late spring. Shortly afterwards, the scores are communicated to the school parents together with information about interpreting the data. This information is discussed with parents in conferences with the individual teachers. As a school that believes strongly that parents are the principal educators of their own children, this interpreted-sharing enables individual parents to plan and implement strategies of educational support and reinforcement. Parents constantly are encouraged to participate more regularly in student, class and school events and projects.

In addition to the sharing of these major assessments, the school has a regular set of means to share information about student assessments and progress with the parents. Parents regularly see graded papers from their students on a daily and weekly basis through family packets. Aggregated information is available and shared with the parish and local community through school publications, and with interested parents to enable them to have a perspective related to the enrollment of their children.

There are regularly scheduled parent-teacher conference days in the first and third quarters. On those days, the students are dismissed after morning classes so that parents can meet with individual teachers and learn more specifically what the strengths of their children are and where remediation may be necessary. Individual conferences also are available upon parent requests. In addition, the aggregated scores of the student body are referenced in promotional materials for the school. Students who achieve high grades for academic and community service participation are recognized with honors of varying degrees. At the conclusion of the

academic year, the school hosts an academic convocation to recognize student excellence in various subjects and activities.

4. Sharing Success:

There are several regular channels for sharing the successes of Corpus Christi School. The school Principal, who is the only elementary school Principal from the Arlington Diocesan system designated by the Washington Post as the “Private School Principal of the Year,” is looked upon by his peers as a leader and educational innovator. There are opportunities throughout the academic year to share the educational successes of Corpus Christi School with both other Principals and school officials within the Diocese of Arlington and the County of Fairfax Public Schools, and the leadership of the National Catholic Educational Association, and Mid-Atlantic Consortium for Catholic Education as well.

The school has regular communications with the parents and with the wider community of the two sponsoring parishes through its revised, interactive website, its e-mailed breaking news to the parish school family community, parish weekly bulletins, its quarterly publication, The Corpus Christi Chronicle, the many open-house visitation days at both campuses, and through its highly recognized Annual Report prepared with the assistance of volunteer parents expert in the graphic arts. The school submits regular press releases to the Washington Post and other regional/local newspapers. School leadership is available for presentations during Diocesan school teacher conferences and Hispanic language broadcasts. The high standards and assessments of the school’s curriculum and multi-faceted programs are shared with inquiring families on open-house visitation days, and through articles in the diocesan newspaper, the Arlington Catholic Herald.

Should the school be honored, as hoped, with Blue Ribbon School of Excellence status, these and additional channels for sharing the school’s achievements both locally and regionally will be utilized. The school would gladly welcome observers-visitors from other schools, especially those mirroring the diversity of Corpus Christi’s student and family body. Individuals from other schools would benefit greatly from participating in peer observation of the school’s highly trained, experienced and innovative faculty members.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Following the guidelines of the Diocese of Arlington, the curriculum at Corpus Christi School is challenging, invigorating and meaningful. Catholic identity and doctrine is the foundation of the Religion curriculum which permeates and is integrated throughout the entire curriculum. Following a virtue-based orientation, a new theme is emphasized and modeled by the teachers each month, and examples concerning that virtue are carried over into other subject areas.

The Reading/Language Arts program forms the foundation of academic instruction and emphasizes excellence in oral and written communication. Specific focus areas include comprehension, fluency, vocabulary, spelling, grammar, and word and language patterns. The school's diverse population is guided to develop fluency in speaking, reading and writing. Teachers model correct usage, and language arts skills are utilized in all curriculum areas, and emphasized in all subject areas. Library classes enhance the Language Arts/Reading/Research program fostering a lasting love of literature.

Mathematics instruction progresses from concrete examples to the abstract concepts of Algebra. Manipulatives and traditional algorithms are used to teach key concepts. Differentiated instruction is used at all grade levels to accommodate individual learning styles. Grouping and cooperative learning is done during middle school years to foster individual progress toward advanced levels. Enrichment is provided for at-risk students. Algebra I is offered for the advanced students. For the most advanced students, opportunity is offered to study Algebra II-Trigonometry before regular hours at nearby Bishop O'Connell High School.

In Science, through hands-on lab experiences, and inquiry-based activities, students learn to analyze and draw conclusions. Creativity is encouraged through home science projects, modeling and demonstrations. Among the opportunities fostering independent learning are science centers, observation and laboratory experiences. ACTIVboards are used to assist in connecting students through technology, or enhance classroom instruction. Students participate successfully during the 7th and 8th grades in the Diocesan Science Fair.

In Social Studies, students learn to gather, organize, and analyze information through individual and group research using both the Internet and library-resource center. Since the students come from such an international community, their understanding of the rights and responsibilities of citizenship is fostered by the study of history and geography, as well as current events. Living so close to the center of the U.S. government and in the vicinity of so many historic venues, students are able to share this heritage with their families and the wider community. Special activities include 1st grade *Christmas Around the World*, 4th grade *Colonial Day* where parents and students reenact the dress, customs, dance and food of the early settlers, an 8th grade *Ellis Island Day* where the arrival experiences of the immigrants of the early 1900s are reenacted throughout the day, and the National Geographic Society Geography Bee.

Students in all grades regularly receive Spanish language instruction several times weekly. The program includes reading comprehension, oral presentation and grammar and benefits both the non-Spanish-speaking school population, and those students living within an unstructured, colloquial Hispanic language situation. By the 5th grade, most of the students are studying Spanish on a first-year high school level.

Through Visual and Performing Arts, more than half the students participate in musical instrument instruction. There is a student chorale, a Shakespeare society, and drama/presentation activities at all grade levels. Art instruction fosters creativity as well as art appreciation. Art projects are completed during the year and displayed in an end-of-year student art exhibit in conjunction with the final PTO meeting of the year.

Computer technology classes are provided at all grade levels to increase student computer-research skills, inculcate proper use of internet sites, and enable the students to make global connections.

Finally, Physical Education includes a variety of exercises and activities to develop healthful lifestyles, and prepare students for extracurricular teams in track-field, soccer, tennis, basketball, baseball and softball.

2a. (Elementary Schools) Reading:

The reading curriculum at Corpus Christi School is designed to instill in the students a love for reading both fiction and non-fiction. It is whole-language, literature-based with a heavy concentration on grammar. In K-3 there is an additional emphasis on phonics. It is structured to incorporate the many skills needed for reading with effective comprehension.

Students develop skills to improve their fluency, vocabulary, and text comprehension. Phonics and structural analysis of words are incorporated into lessons to enhance decoding strategies. As students progress through the various grade levels, their basic reading skills are expanded as they are utilized in content areas when reading for information becomes a key.

Techniques such as “preview, read, review, recite” are used extensively. Students in grades 1-6 use the same reading series to maintain consistency and develop their skills in an organized manner. In grades 7-8, students advance to courses in literature which broaden their scope and deepen their understanding. At this level, literature selections are analyzed to find themes and other nuances. Reading is integrated across the curriculum so that, for example, an historical study of the World War II period is enhanced with literature from that period such as *The Diary of Anne Frank*. By discussing the story in its historical context, the universal themes revealed in the account are better understood.

Oral expression is fostered by student participation in dramatic and musical presentations. Each year there is a Shakespearean festival. Through oral discussions of stories, students are guided to recall information, make inferences and evaluate outcomes to strengthen their thinking skills. The students work on specific projects through in-school television programming that strongly reinforces the literature offerings.

For those students with English as a second language, the use of Kurzweil 3000 software in conjunction with lap top computers and bi-lingual electric pens, has increased demonstrably their reading comprehension and capabilities. (See #4 below.)

2b. (Secondary Schools) English:

3. Additional Curriculum Area:

Foreign Language (Spanish): Given that the Corpus Christi School student body is 28% Hispanic, that it is located in a dense Latino- populated area, and that it is forming committed citizens for the country and world, it is particularly proud of its Spanish language program. Spanish has been taught at grade-appropriate levels for grades 1 through 8 since the 2005-6 school year. The rich tradition and culture of the Hispanic population is incorporated into the school’s high quality Spanish program. This program has promoted many outreach ministries building a greater sense of community and pride.

To demonstrate the quality of the Spanish language program, the text being used with the current 5th grade class is one normally used with a first-year high school Spanish course. More than 85 percent of the recent

graduates passed the diocesan, entry level-one high school exam while in the 8th grade, and started Spanish 2 or Honors in high school.

The Spanish teacher and her assistant coordinate their grammar lessons with teachers at all levels to ensure that the information being taught is at a level understandable by the students, and is comparable to the same level of English grammar. This integrative approach is based on the proven assumption that there is an advantage in learning and applying the grammar of two languages simultaneously.

In recent years, Spanish language lessons for the 6th through the 8th grade have been divided into two sections based on the students' demonstrated ability to learn and comprehend the language according to differentiated skill levels. Even students who speak colloquial Spanish at home now perceptively advance in reading and writing their language.

In the lower grades, more attention is given to oral communication, vocabulary and understanding, through praying in Spanish, discussing the weather and additional conversational topics. It is well-documented that the earlier and younger the students are when introduced to another language, they are more receptive and find it easier to learn.

4. Instructional Methods:

Recognizing the need to present information in ways that respect the individuality and learning modes of the students ("multiple intelligences"), Corpus Christi teachers employ a wide variety of instructional methods. The teachers jointly plan teaching strategies across subject matter.

In conjunction with the student technology center and library-research hub, the faculty employs a variety of technologies to reach students at all levels—DVDs, CDs, cassettes, LCD projectors and CD-ROM computers. In recent years, the installation of six interactive ACTIVboards has enabled the faculty to present information to students in challenging and stimulating ways while also offering a wealth of supplemental material to the textbooks. In addition, because of our internationally diverse student population, the utilization of Kurzweil 3000 software, together with ample, lap top computers and bi-lingual electric pens, has enhanced the reading comprehension and capabilities of the students. Technology instruction enables the students to become not only computer literate but highly involved and imaginative researchers.

In association with the social studies modules, students, teachers and parents plan and recreate certain historical periods. Examples mentioned before are 1st grade *Christmas Around the World* where parents make presentations about their native holiday customs, and the 8th grade students who reenact the entry of diverse nationality, European immigrants in the early 1900s during their *Ellis Island Day*.

In subject areas, students are taught in whole groups for basic instruction, and then, moved into smaller groups for more individualized lessons. Students with Individual Educational Plans are accommodated in the requisite curriculum areas. Special enrichment classes, involving volunteers and school aides, are incorporated into student schedules for those at-risk. Other students receive Title I assistance under the guidance of a teacher specially trained for remedial instruction.

Tutoring is provided by eighth grade students as well by individual teachers, both during the day and after-school, individually or in study-groups. Teachers also provide and monitor after-school study groups in various subject areas.

5. Professional Development:

A finely tuned and enthusiastic faculty is at the heart of successful learning by the students of Corpus Christi School. The school administration continually encourages the faculty to engage in professional development opportunities and courses. Since Corpus Christi School seeks to foster life-long learners among its students, in similar fashion the faculty and staff are strongly encouraged to strengthen their academic knowledge, teaching skills and strategies through additional study/experiences.

The school and its PTO provide grants to the teachers to offset the costs of professional development. Several members of the faculty have pursued higher level credits while balancing their own teaching assignments. In addition, teachers make use of opportunities provided through the Diocese of Arlington's Office of Catholic Schools to attain recertification hours and enhance their teaching methodologies.

Given that the creative use and awareness of educational technology is at the heart of enhancing student learning, the school's Director of Computer Technology regularly provides technological updates to the teaching body. This is especially important as newer educational technology is integrated into the curriculum.

Throughout the school year, teachers attend educational workshops, conferences and institutes in their area of subject specialty, and receive additional training in educational technology, differentiated instructional methods, classroom management skills, and more recently, in curriculum mapping. Through the use of Title II funds, guest lecturers are invited throughout the school year to update the teaching body on recent quality developments in the field. Recently, the entire faculty participated in an in-service at the school on whole-brain methodology taught by an expert in the field, the Director of the Elementary School Department of the National Catholic Educational Association, Brother Robert Bimonte.

Each scholastic year begins with a combined Day of Spirituality and Faculty Orientation where academic, organizational and administrative issues are discussed. Speakers are provided at this time to help teachers keep abreast of current trends in education.

6. School Leadership:

In addition to its Principal, Corpus Christi School has an Assistant Principal who also teaches middle-school social studies and religion. The professional staff also includes a Comptroller/Business Manager, and Directors of Development/Alumni Relations and of Marketing and Technology.

The school has a hands-on School Board with an effective Finance Committee. Under the supervision of the Pastors of the two host Catholic parishes, an effective system of checks and balances is maintained whereby the wider parish communities are actively involved in school progress and events. The School Board itself was honored several years ago nationally by the National Catholic Educational Association.

An example of cooperative action in this regard was the highly successful 5-year re-accreditation process through the Virginia Catholic Educational Association that took place during the 2007-2008 school year. All school entities worked in harmony and synergy under the Principal and his core staff to achieve this positive result. The documents generated provided the school with a five-year plan.

Fiscal procedures are reviewed monthly by the Finance Committee, and then, together with policy and organizational issues, by the full School Board representing the interests of both campuses and parishes. Annually, during the second semester, the School Board surveys all parents through an attitudinal-satisfaction document. A subcommittee tabulates the results which then are used in Principal-School Board discussions.

regarding academic programs, and facility improvements, faculty-parent communications and cooperation, and improved school-parent-public relations.

The school has an active and highly supportive Parent Teacher Organization which sponsors and conducts events and projects. It raises and disperses almost \$58,000 annually, and provides the school with materials and assistance in areas that the school otherwise cannot always afford. It is an excellent vehicle for effective parent participation and involvement.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No
3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$4829</u> K	<u>\$4829</u> 1st	<u>\$4829</u> 2nd	<u>\$4829</u> 3rd	<u>\$4829</u> 4th	<u>\$4829</u> 5th
<u>\$4829</u> 6th	<u>\$4829</u> 7th	<u>\$4829</u> 8th	<u>\$0</u> 9th	<u>\$0</u> 10th	<u>\$0</u> 11th
<u>\$0</u> 12th	<u>\$0</u> Other				

4. What is the educational cost per student? \$ 7615 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 3239
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
42 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
100 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics

Grade: 2 Test: TerraNova

Edition/Publication Year: 1, CTBS-5/1997 Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Mar	Sep
SCHOOL SCORES					
Average Score	64	58	72	62	50
Number of students tested	38	41	42	51	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Hispanics(specify group)					
Average Score	53	48	57	43	49
Number of students tested	16	16	11	17	22
2. Asians(specify group)					
Average Score					
Number of students tested	8	9	9	9	9
3. Two or more races(specify group)					
Average Score					
Number of students tested	6	7	8	9	6
4. Black/African Americans(specify group)					
Average Score					
Number of students tested	3	3	3	4	4

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

The four racial-ethnic subgroups (Hispanics, Asians, Two or More Races, and Black/African Americans) also comprise those students who are eligible for free or reduced-price meals, limited English proficient, and those receiving special educational services.

Subject: Reading

Grade: 2 Test: TerraNova

Edition/Publication Year: 1, CTBS-5/1997 Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Sep
SCHOOL SCORES					
Average Score	73	70	73	72	55
Number of students tested	38	41	42	51	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Hispanics(specify group)					
Average Score	65	64	59	56	56
Number of students tested	16	16	11	17	22
2. Asians(specify group)					
Average Score					
Number of students tested	8	9	9	9	9
3. Two or more races(specify group)					
Average Score					
Number of students tested	6	7	8	9	6
4. Black/African Americans(specify group)					
Average Score					
Number of students tested	3	3	3	4	4

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

The four racial-ethnic subgroups (Hispanics, Asians, Two or More Races, and Black/African Americans) also comprise those students who are eligible for free or reduced-price meals, limited English proficient, and those receiving special educational services.

Subject: Mathematics Grade: 3 Test: TerraNova
Edition/Publication Year: 1, CTBS-5/1997 Publisher: CTB McGraw-Hill
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Sep
SCHOOL SCORES					
Average Score	75	68	78	48	76
Number of students tested	36	42	49	49	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Hispanics(specify group)					
Average Score	62	56	51	48	57
Number of students tested	16	11	17	17	19
2. Asians(specify group)					
Average Score					
Number of students tested	8	9	9	9	9
3. Two or more races(specify group)					
Average Score					
Number of students tested	6	7	8	9	6
4. Black/African American(specify group)					
Average Score					
Number of students tested	3	3	3	4	4

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

The four racial-ethnic subgroups (Hispanics, Asians, Two or More Races, and Black/African Americans) also comprise those students who are eligible for free or reduced-price meals, limited English proficient, and those receiving special educational services.

Subject: Reading

Grade: 3 Test: TerraNova

Edition/Publication Year: 1, CTBS-5/1997 Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Sep
SCHOOL SCORES					
Average Score	58	71	70	51	78
Number of students tested	36	42	49	49	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Hispanics(specify group)					
Average Score	58	57	47	48	55
Number of students tested	16	11	17	17	19
2. Asians(specify group)					
Average Score					
Number of students tested	8	9	9	9	9
3. Two or more races(specify group)					
Average Score					
Number of students tested	6	7	8	9	6
4. Black/African Americans(specify group)					
Average Score					
Number of students tested	3	3	3	4	4

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

The four racial-ethnic subgroups (Hispanics, Asians, Two or More Races, and Black/African Americans) also comprise those students who are eligible for free or reduced-price meals, limited English proficient, and those receiving special educational services.

Subject: Mathematics Grade: 4 Test: TerraNova
Edition/Publication Year: 1, CTBS-5/1997 Publisher: CTB McGraw-Hill
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Sep
SCHOOL SCORES					
Average Score	60	65	47	65	63
Number of students tested	42	43	46	54	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Hispanics(specify group)					
Average Score	49	50	47	56	45
Number of students tested	10	15	12	16	16
2. Asians(specify group)					
Average Score					
Number of students tested	9	9	9	9	9
3. Two or more races(specify group)					
Average Score					
Number of students tested	6	6	8	9	6
4. Black/African Americans(specify group)					
Average Score					
Number of students tested	3	3	3	4	4

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

The four racial-ethnic subgroups (Hispanics, Asians, Two or More Races, and Black/African Americans) also comprise those students who are eligible for free or reduced-price meals, limited English proficient, and those receiving special educational services.

Subject: Reading

Grade: 4 Test: TerraNova

Edition/Publication Year: 1, CTBS-5/1997 Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Sep
SCHOOL SCORES					
Average Score	63	76	66	82	66
Number of students tested	42	43	46	54	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Hispanics(specify group)					
Average Score	49	53	55	61	62
Number of students tested	10	15	12	16	16
2. Asians(specify group)					
Average Score					
Number of students tested	9	9	9	9	9
3. Two or more races(specify group)					
Average Score					
Number of students tested	6	6	8	9	6
4. Black/African Americans(specify group)					
Average Score					
Number of students tested	3	3	3	4	4

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

The four racial-ethnic subgroups (Hispanics, Asians, Two or More Races, and Black/African Americans) also comprise those students who are eligible for free or reduced-price meals, limited English proficient, and those receiving special educational services.

Subject: Mathematics Grade: 5 Test: TerraNova
Edition/Publication Year: 1, CTBS-5/1997 Publisher: CTB McGraw-Hill
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Sep
SCHOOL SCORES					
Average Score	88	52	88	82	68
Number of students tested	42	49	50	47	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Hispanics(specify group)					
Average Score	61	50	68	71	62
Number of students tested	16	19	15	18	25
2. Asians(specify group)					
Average Score					
Number of students tested	8	9	9	9	9
3. Two or more races(specify group)					
Average Score					
Number of students tested	6	7	8	9	6
4. Black?African Americans(specify group)					
Average Score					
Number of students tested	3	3	3	4	4

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

The four racial-ethnic subgroups (Hispanics, Asians, Two or More Races, and Black/African Americans) also comprise those students who are eligible for free or reduced-price meals, limited English proficient, and those receiving special educational services.

Subject: Reading

Grade: 5 Test: TerraNova

Edition/Publication Year: 1, CTBS-5/1997 Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Sep
SCHOOL SCORES					
Average Score	69	58	82	77	70
Number of students tested	42	49	50	47	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Hispanics(specify group)					
Average Score	46	51	55	66	62
Number of students tested	16	19	15	18	25
2. Asians(specify group)					
Average Score					
Number of students tested	8	9	9	9	9
3. Two or more races(specify group)					
Average Score					
Number of students tested	6	7	8	9	7
4. Black/African Americans(specify group)					
Average Score					
Number of students tested	3	3	3	4	5

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

The four racial-ethnic subgroups (Hispanics, Asians, Two or More Races, and Black/African Americans) also comprise those students who are eligible for free or reduced-price meals, limited English proficient, and those receiving special educational services.

Subject: Mathematics Grade: 6 Test: TerraNova
Edition/Publication Year: 1, CTBS-5/1997 Publisher: CTB McGraw-Hill
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Sep
SCHOOL SCORES					
Average Score	64	81	79	80	83
Number of students tested	49	50	46	59	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Hispanics(specify group)					
Average Score	60	67	70	57	74
Number of students tested	20	17	19	19	23
2. Asians(specify group)					
Average Score					
Number of students tested	8	9	9	9	9
3. Two or more races(specify group)					
Average Score					
Number of students tested	5	6	8	9	6
4. Black/African Americans(specify group)					
Average Score					
Number of students tested	2	3	3	4	4

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

The four racial-ethnic subgroups (Hispanics, Asians, Two or More Races, and Black/African Americans) also comprise those students who are eligible for free or reduced-price meals, limited English proficient, and those receiving special educational services.

Subject: Reading

Grade: 6 Test: TerraNova

Edition/Publication Year: 1, CTBS-5/1997 Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Sep
SCHOOL SCORES					
Average Score	52	86	72	74	81
Number of students tested	49	50	46	59	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Hispanics(specify group)					
Average Score	46	62	58	57	71
Number of students tested	20	17	19	19	23
2. Asians(specify group)					
Average Score					
Number of students tested	8	9	9	9	9
3. Two or more races(specify group)					
Average Score					
Number of students tested	5	6	8	9	6
4. Black/African Americans(specify group)					
Average Score					
Number of students tested	2	3	3	4	4

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

The four racial-ethnic subgroups (Hispanics, Asians, Two or More Races, and Black/African Americans) also comprise those students who are eligible for free or reduced-price meals, limited English proficient, and those receiving special educational services.

Subject: Mathematics Grade: 7 Test: TerraNova
Edition/Publication Year: 1, CTBS-5/1997 Publisher: CTB McGraw Hill
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Sep
SCHOOL SCORES					
Average Score	85	81	85	85	86
Number of students tested	54	43	59	60	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Hispanics(specify group)					
Average Score	82	70	80	79	63
Number of students tested	17	18	25	20	19
2. Asians(specify group)					
Average Score					
Number of students tested	8	9	9	9	9
3. Two or more races(specify group)					
Average Score					
Number of students tested	6	6	8	9	6
4. Black/African-Americans(specify group)					
Average Score					
Number of students tested	3	3	3	4	4

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

The four racial-ethnic subgroups (Hispanics, Asians, Two or More Races, and Black/African Americans) also comprise those students who are eligible for free or reduced-price meals, limited English proficient, and those receiving special educational services.

Subject: Reading

Grade: 7 Test: TerraNova

Edition/Publication Year: 1, CTBS-5/1997 Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Sep
SCHOOL SCORES					
Average Score	86	76	79	81	82
Number of students tested	54	43	59	60	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Hispanics(specify group)					
Average Score	73	58	70	72	66
Number of students tested	17	18	25	20	19
2. Asians(specify group)					
Average Score					
Number of students tested	8	9	9	9	9
3. Two or more races(specify group)					
Average Score					
Number of students tested	6	6	8	9	6
4. Black/African-Americans(specify group)					
Average Score					
Number of students tested	3	3	3	4	4

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

The four racial-ethnic subgroups (Hispanics, Asians, Two or More Races, and Black/African Americans) also comprise those students who are eligible for free or reduced-price meals, limited English proficient, and those receiving special educational services.

----- **END OF DOCUMENT** -----

